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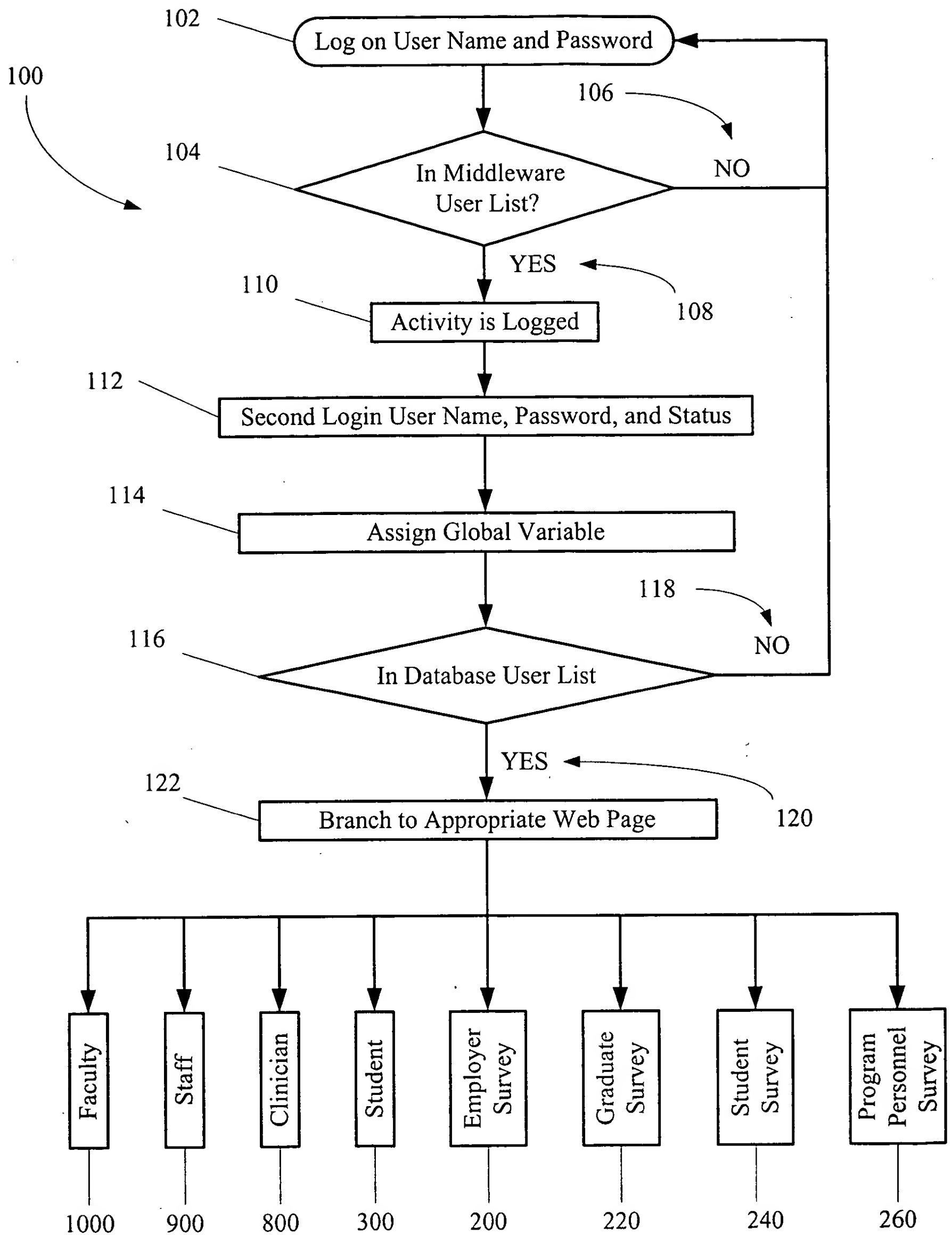


FIG. 1A

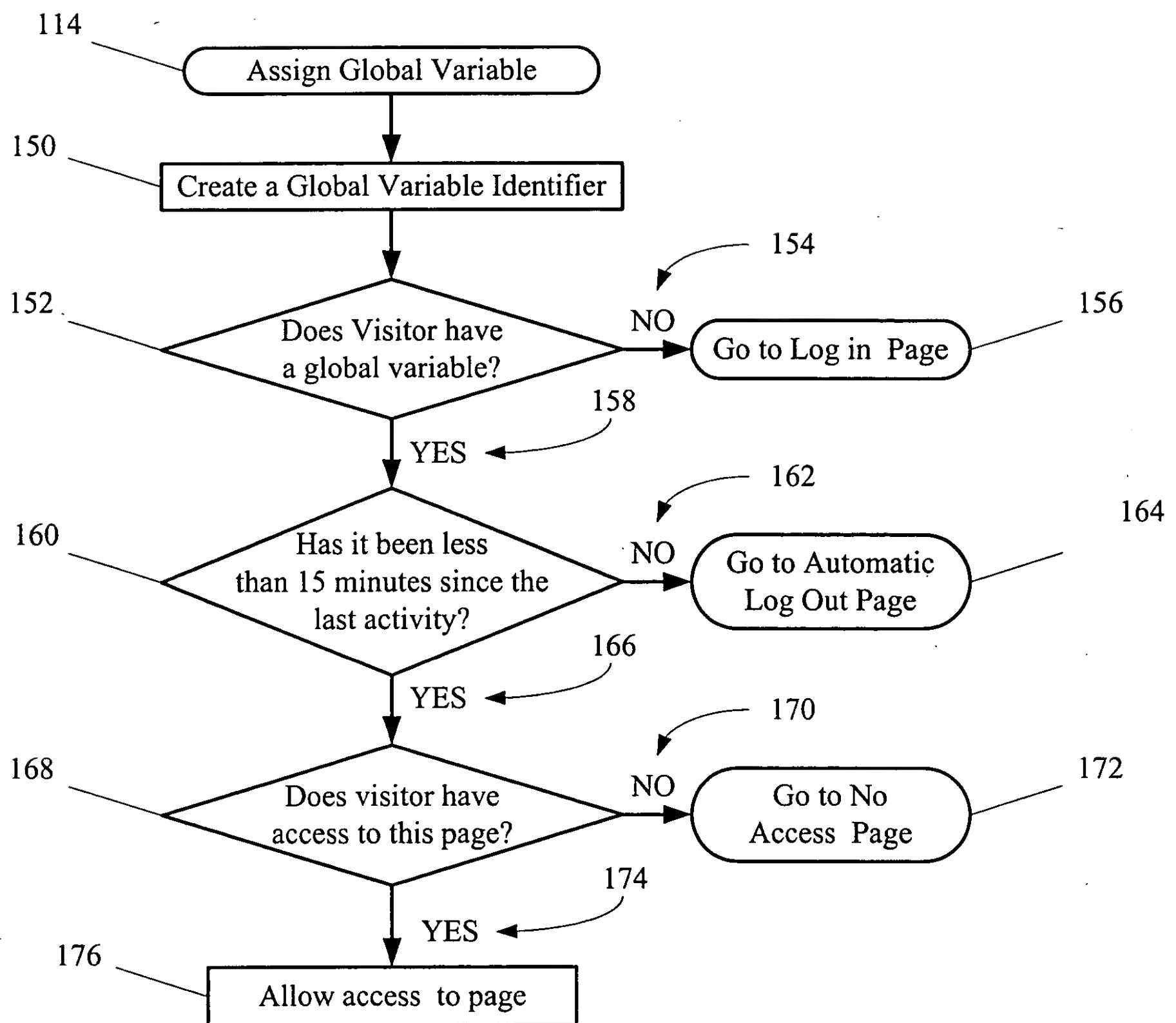


FIG. 1B

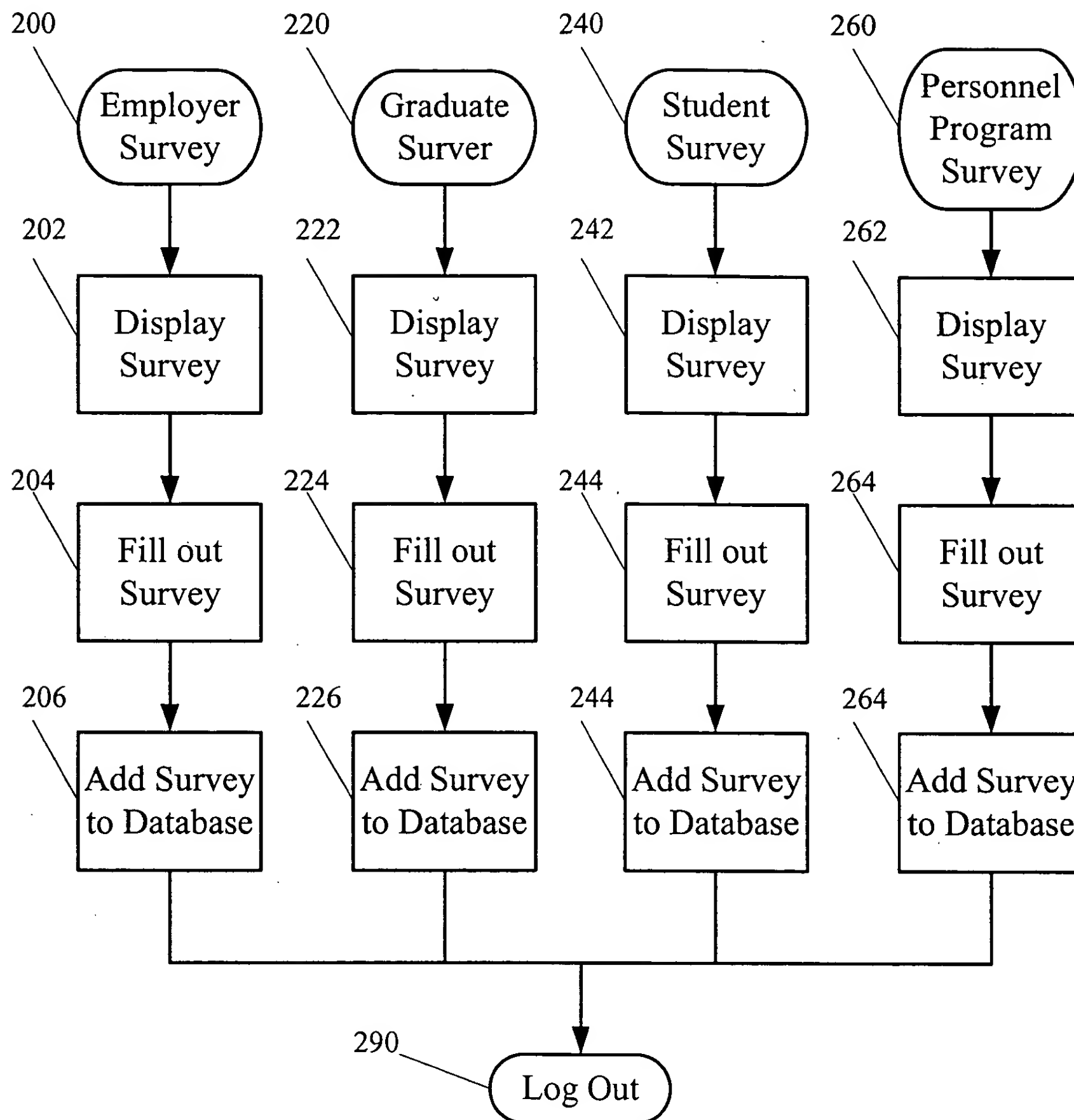
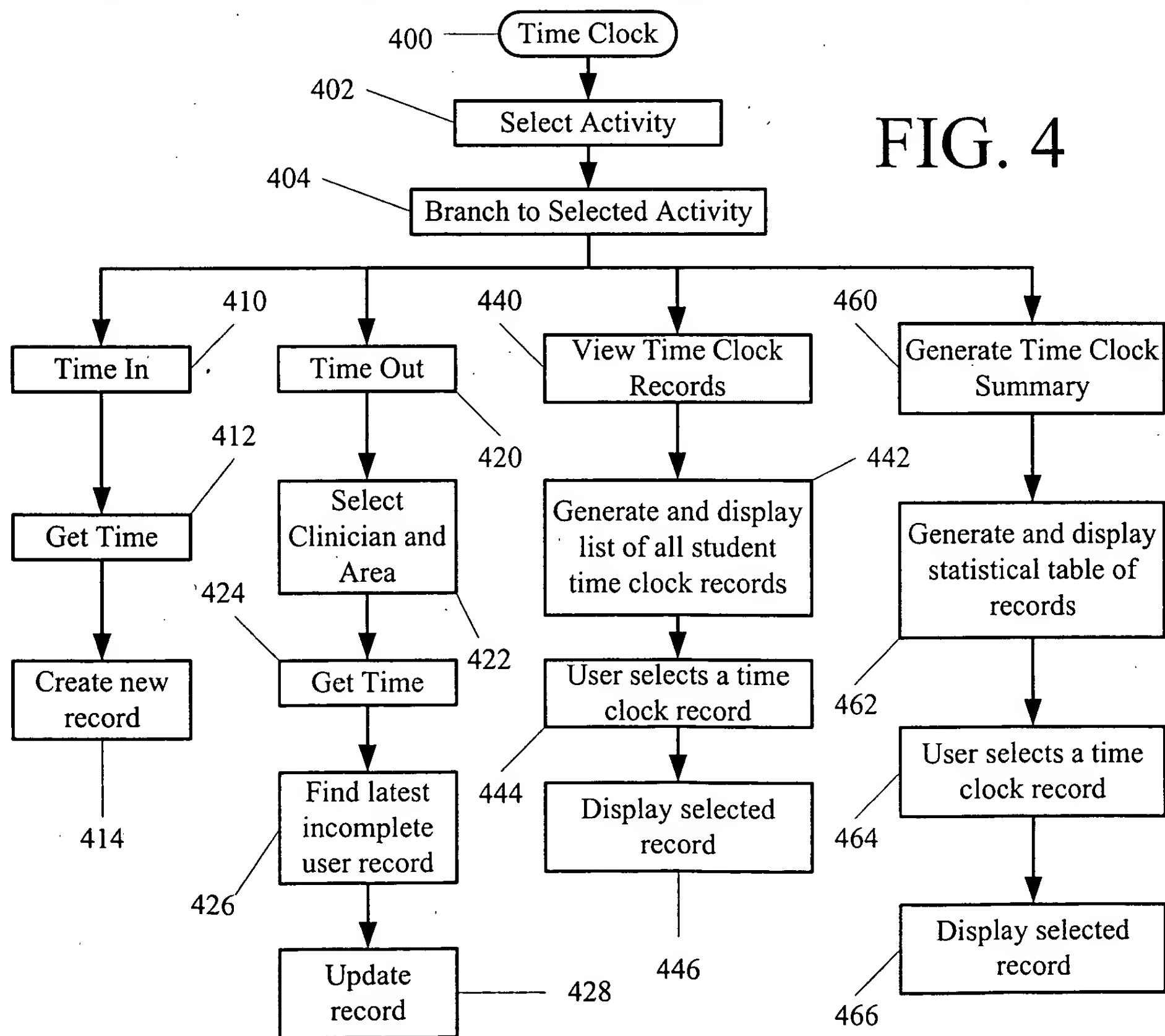
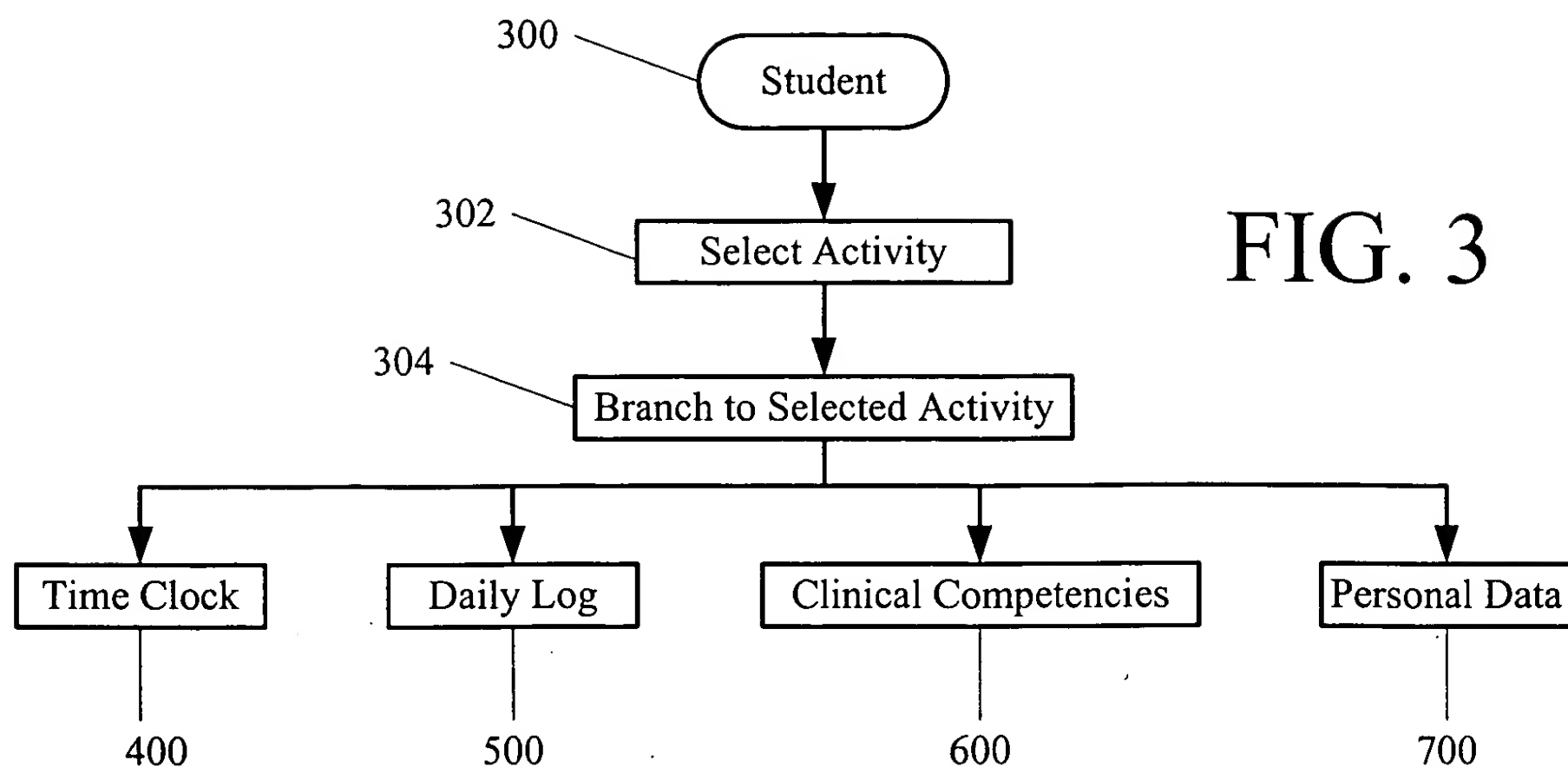
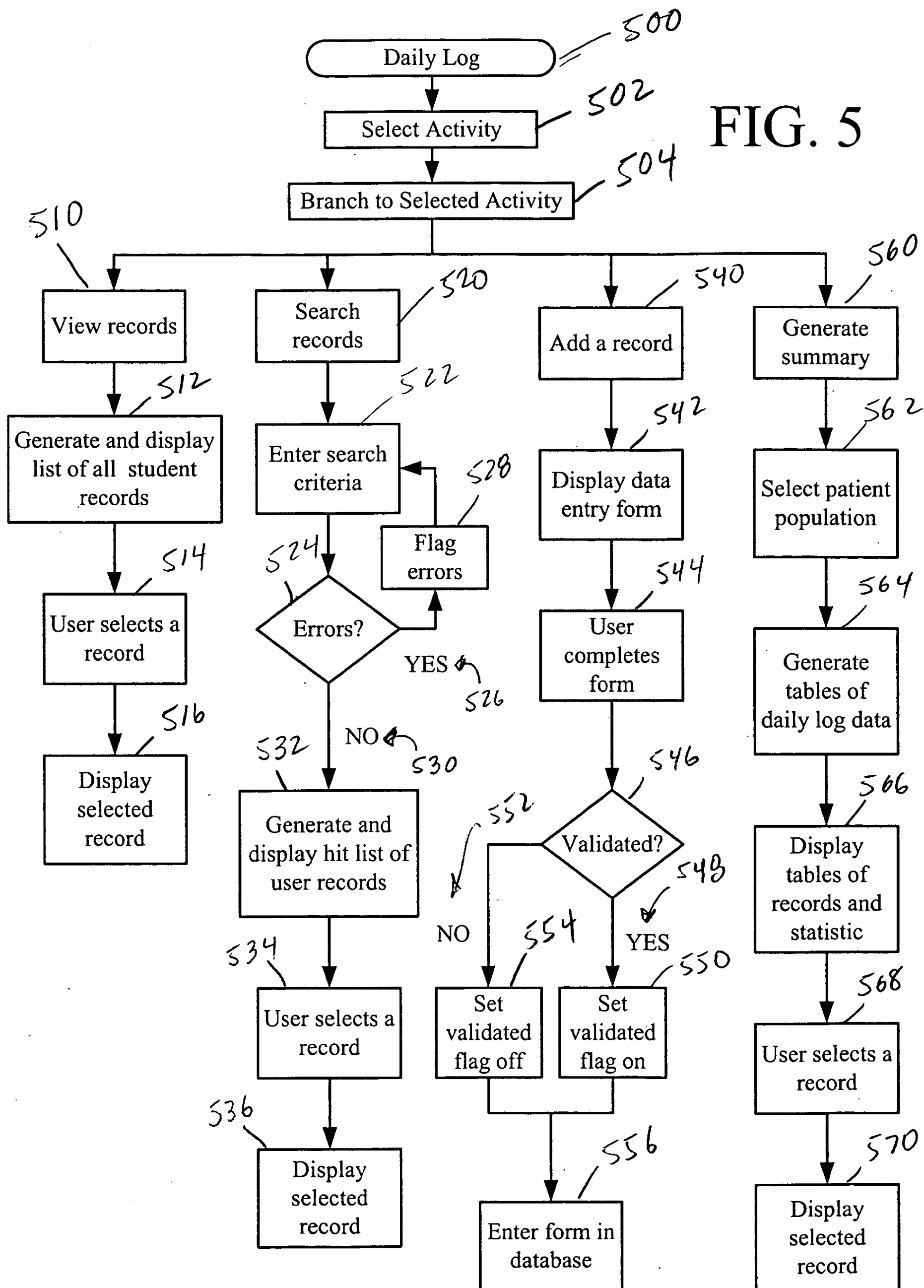
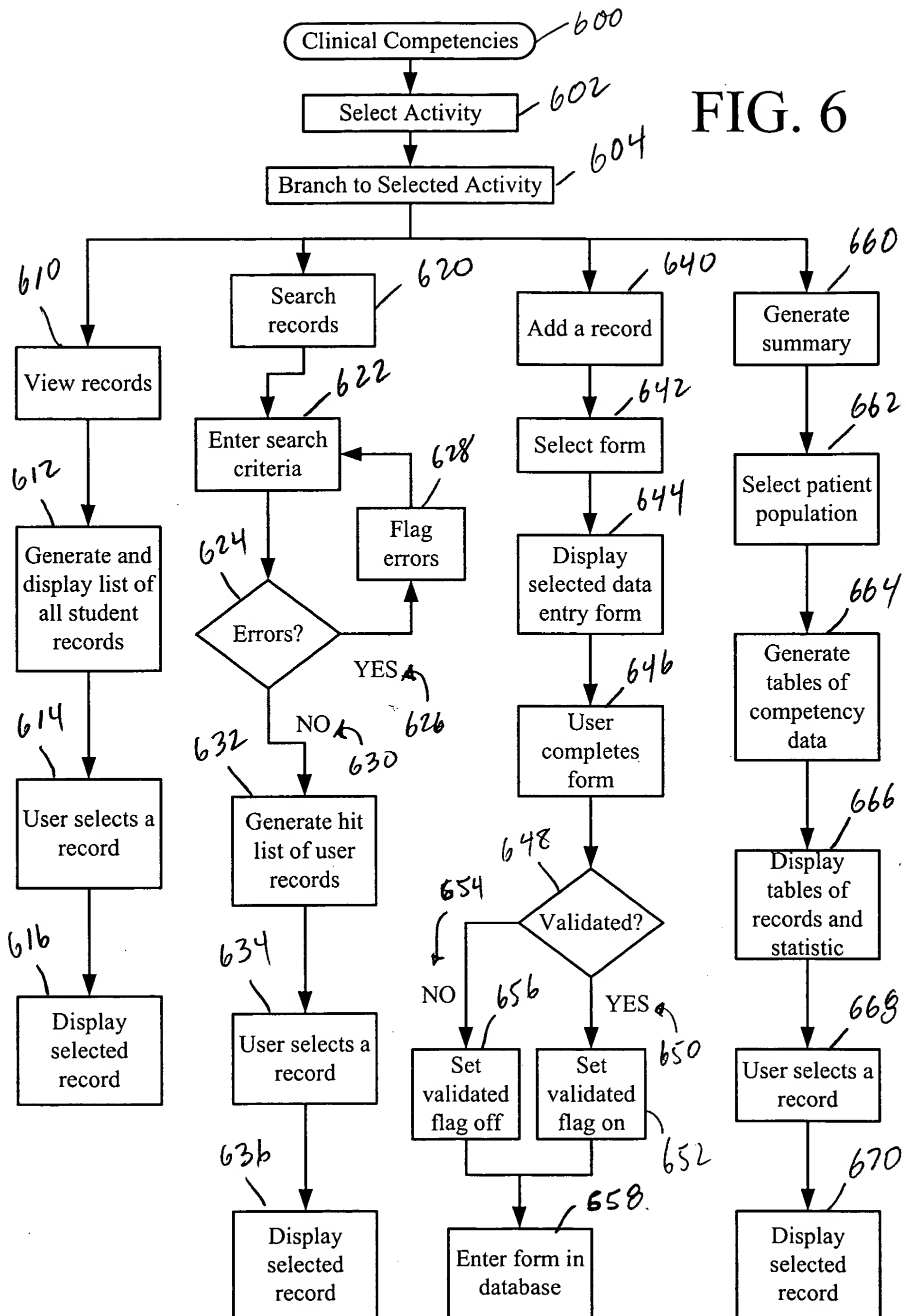


FIG. 2



09731367-120600





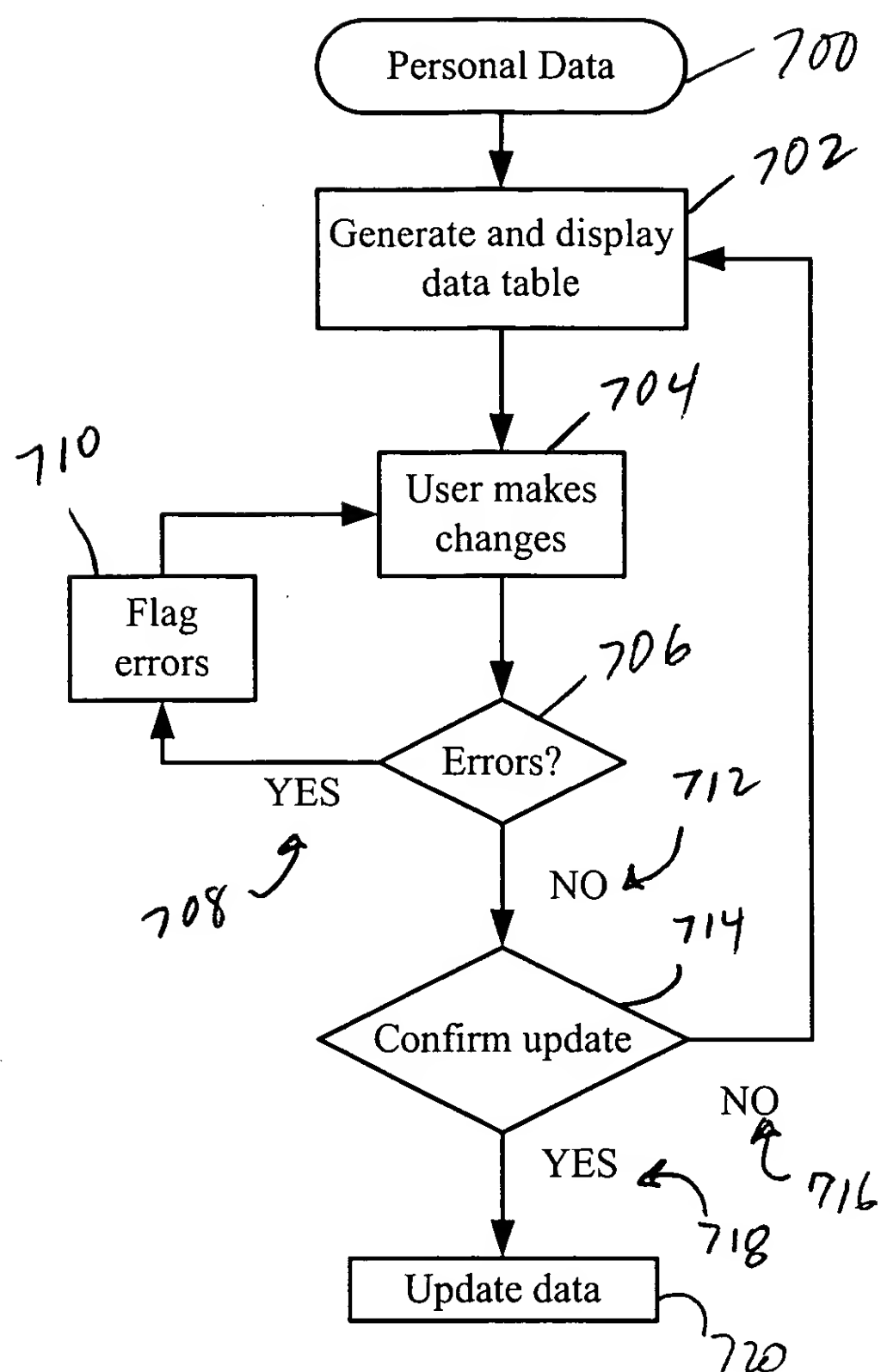
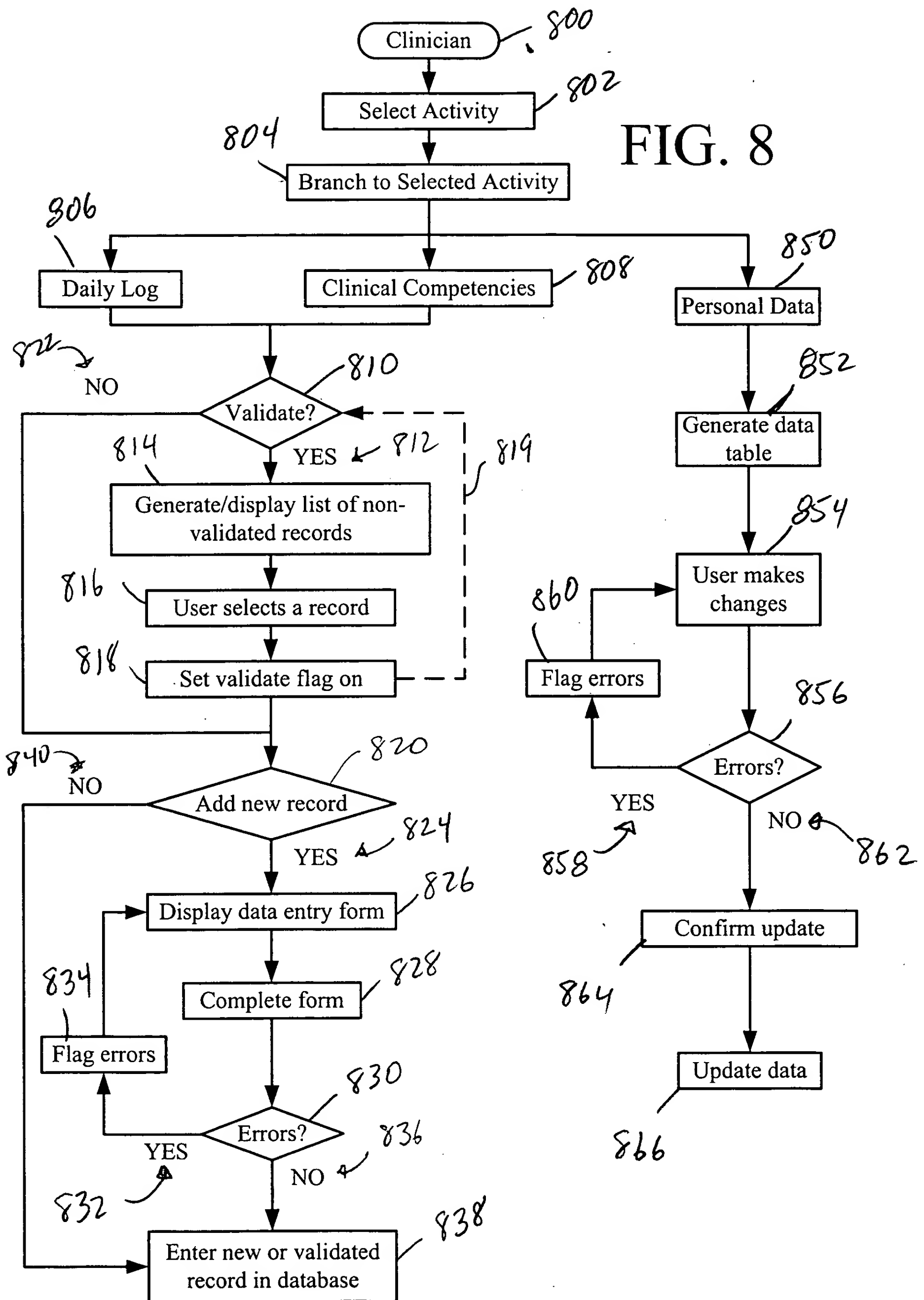
[illegible]

FIG. 7



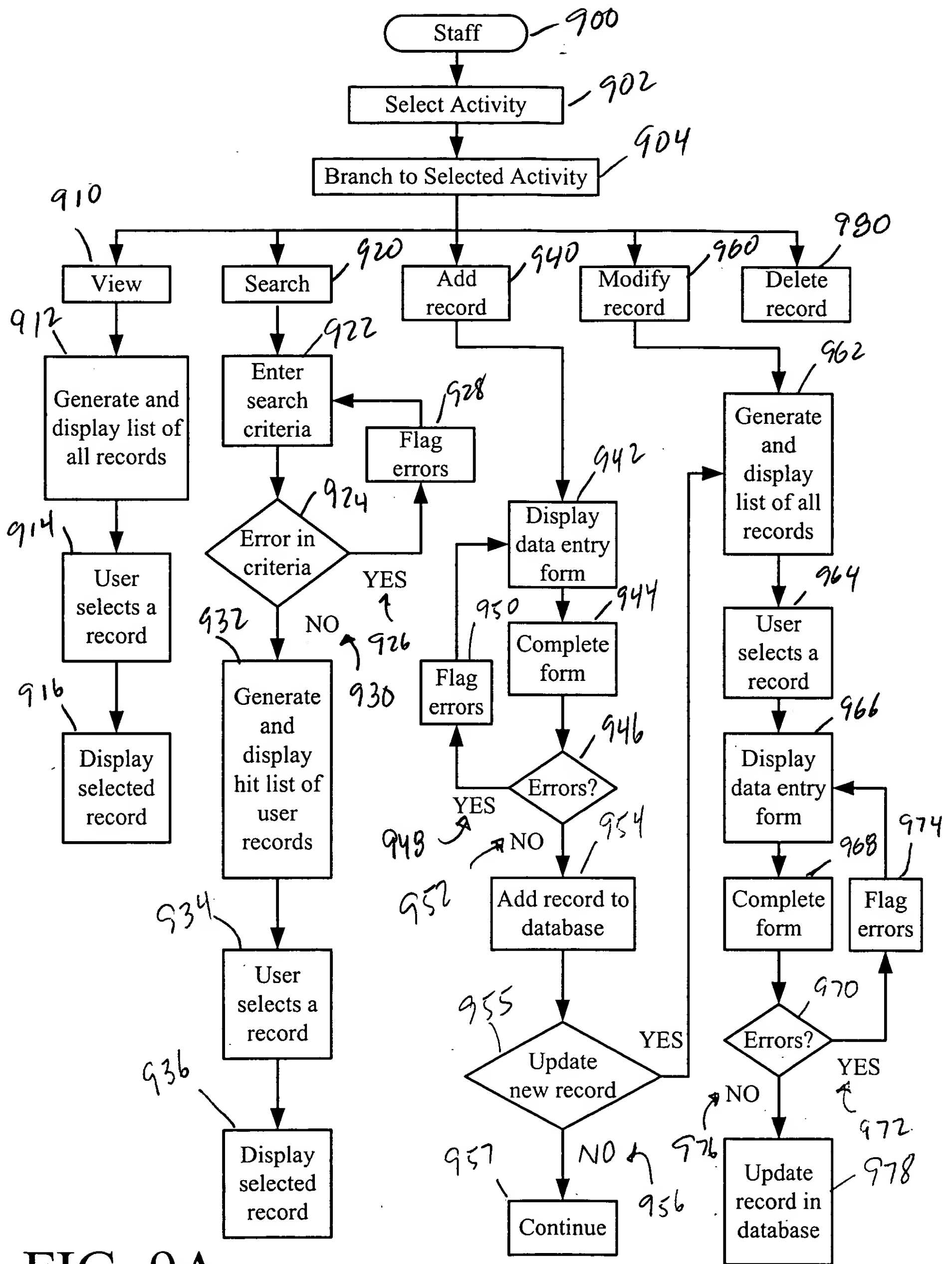


FIG. 9A

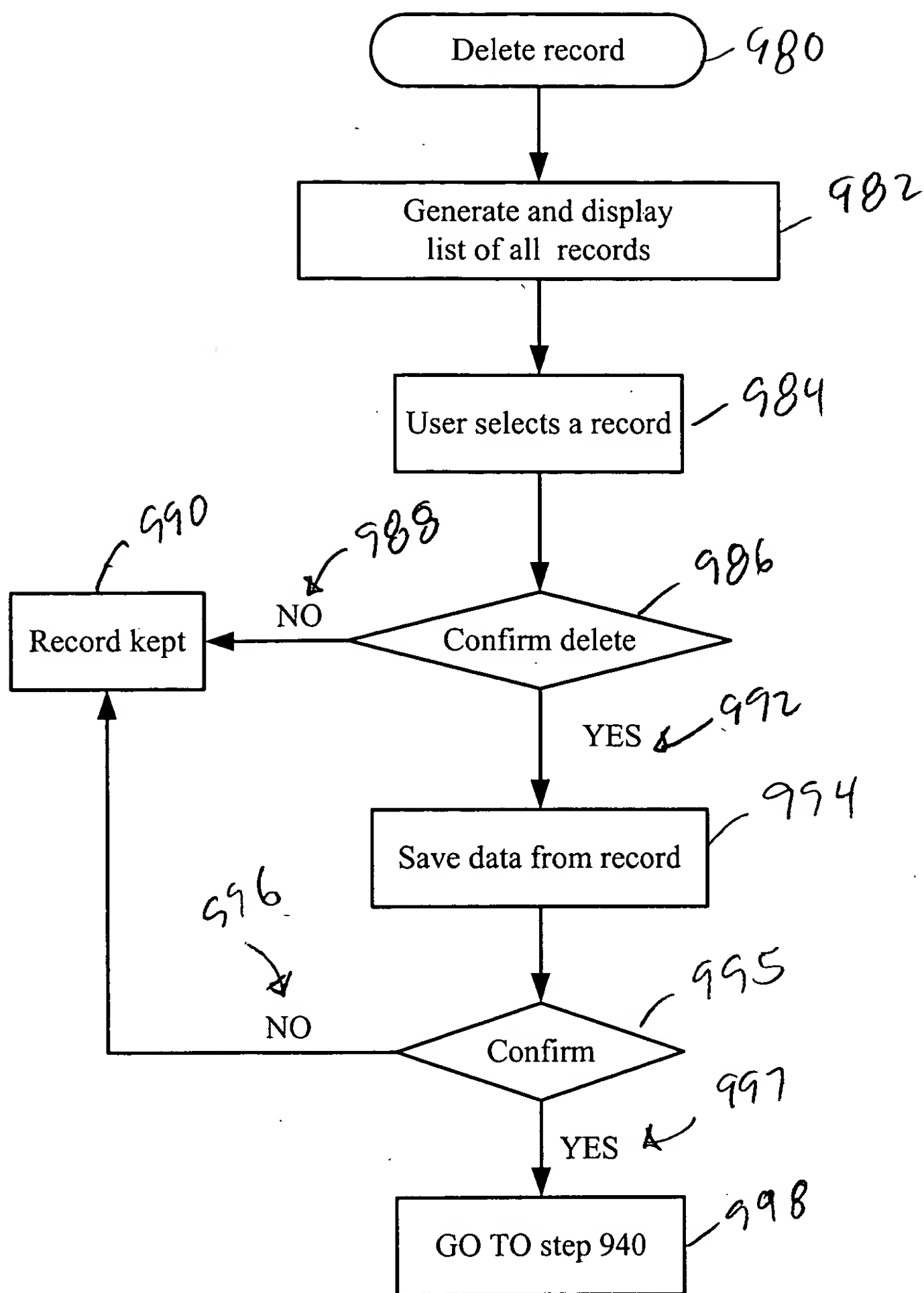


FIG. 9B

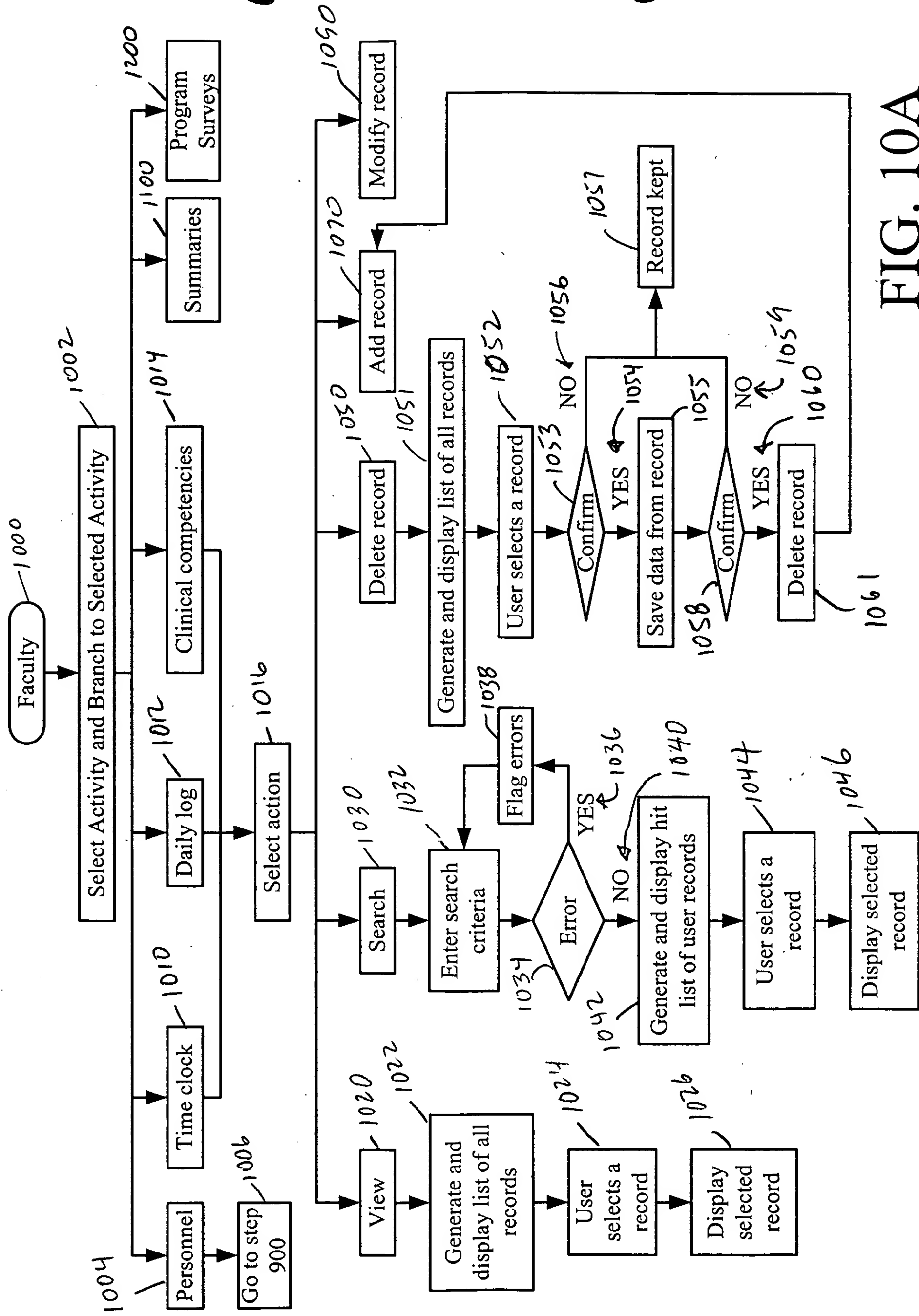


FIG. 10A

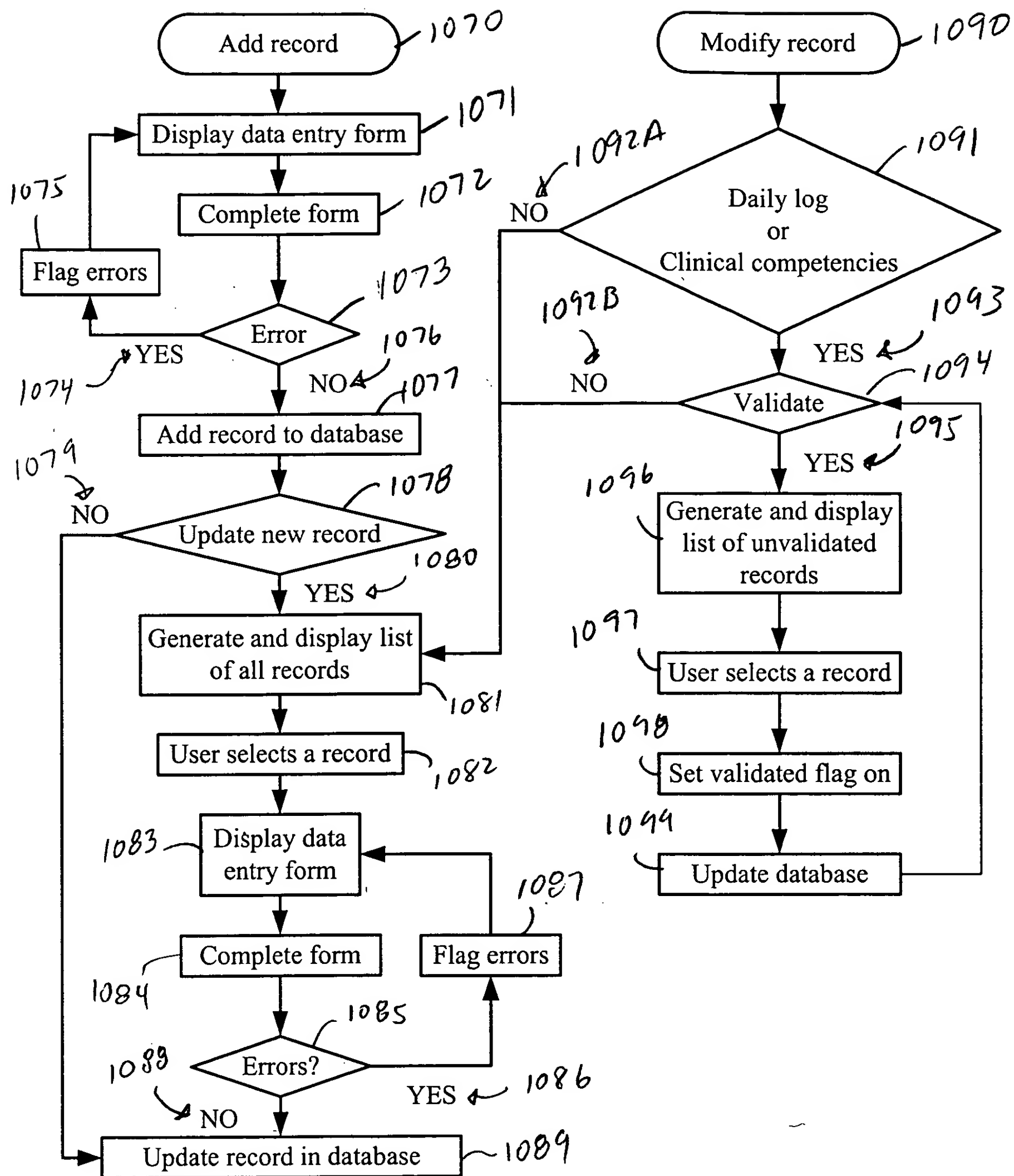


FIG. 10B

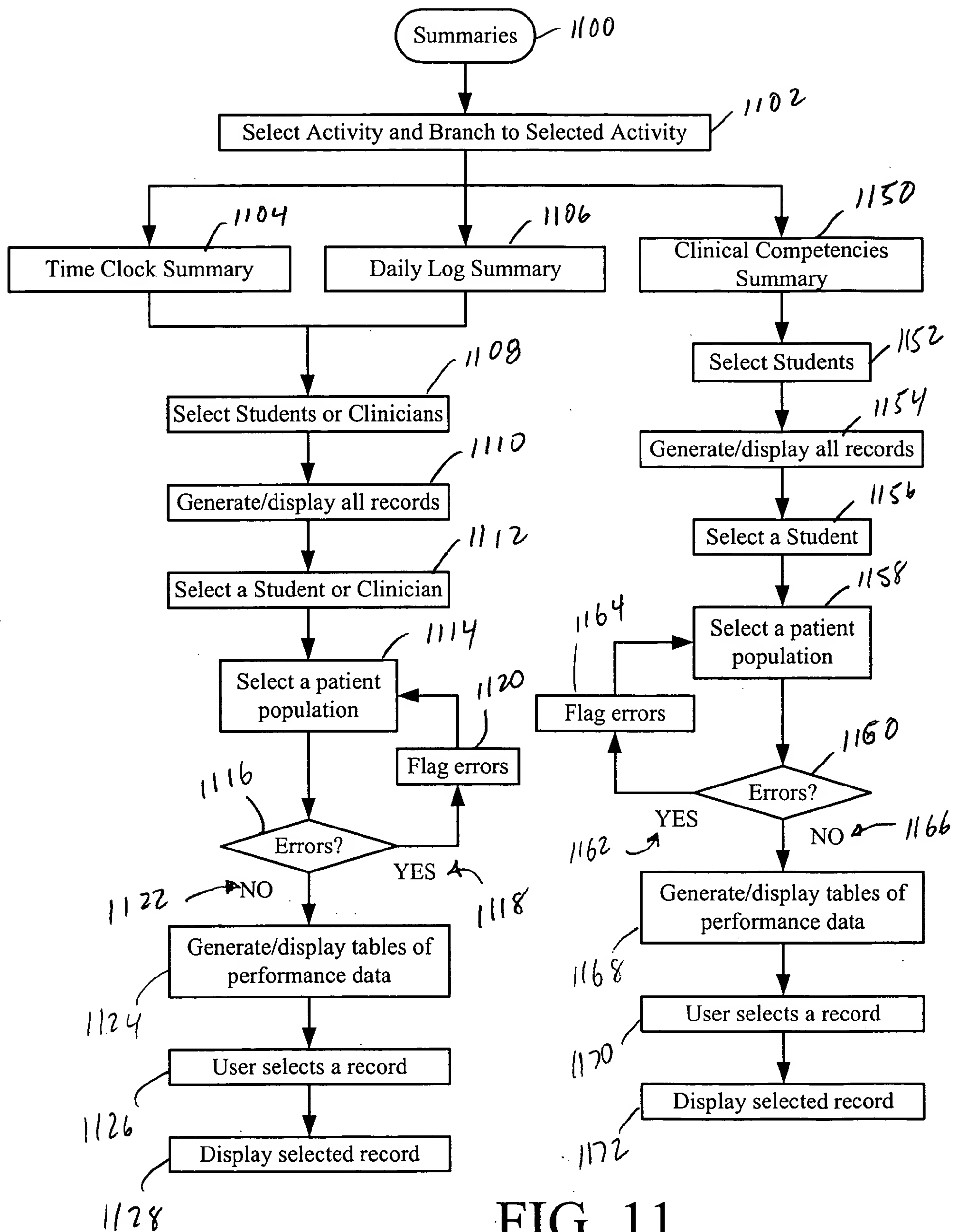


FIG. 11

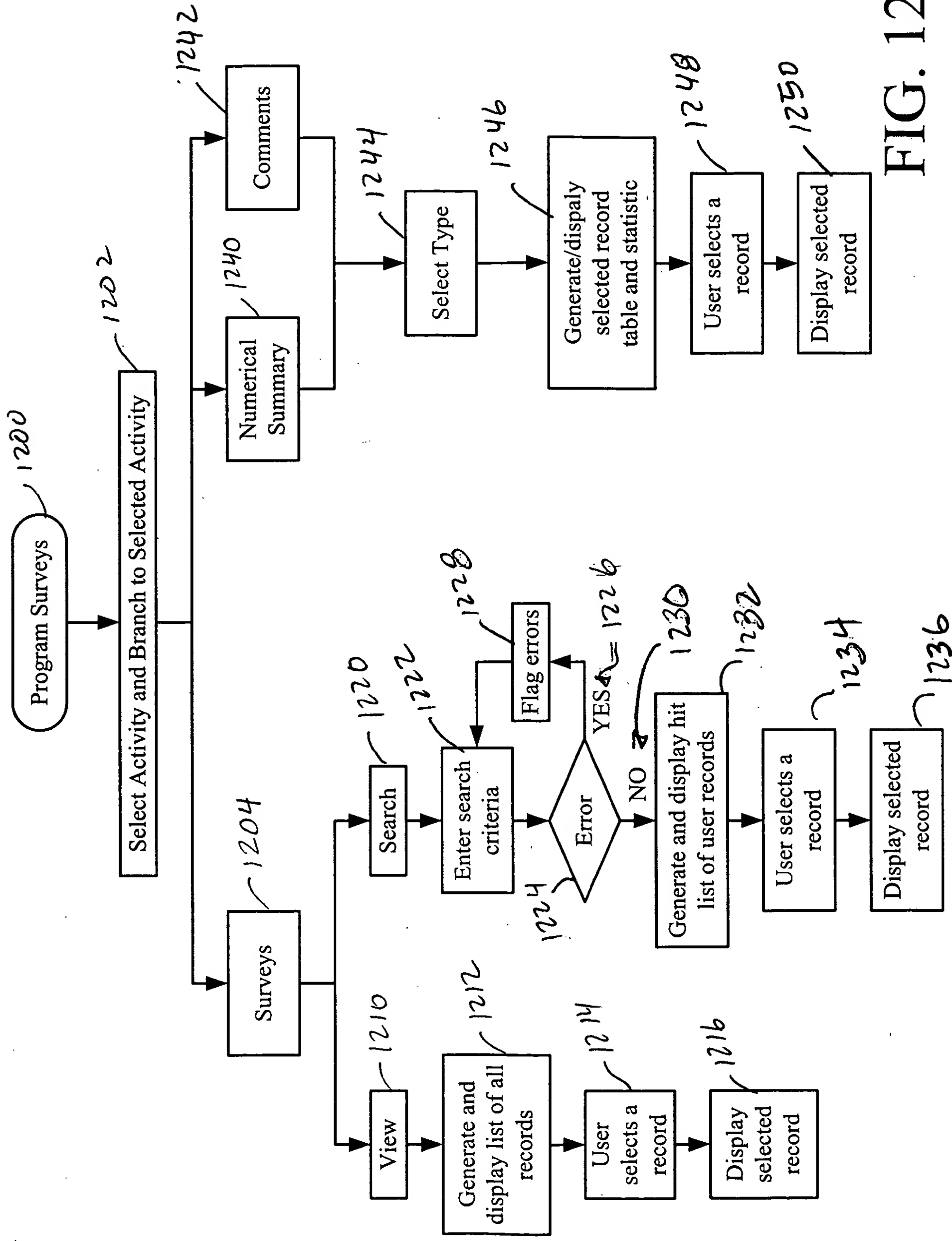


FIG. 12

1300

Respiratory Care

RC Databases

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OR

1302

Public

(NO Login Name or Password Required)

Guest Book

AV Survey

1306

**Program Resource
Surveys**

(Login Name and Password REQUIRED)

Student

Program Personnel

1310

Program Evaluation

(Login Name and Password REQUIRED)

Graduate

Employer

1314

009021-120600

1304

1308

1312

FIG 13A

<h2>Respiratory Care Students</h2> <p>(Login Name and Password REQUIRED)</p>	Log In Log Out Daily Log
	Clinical Competencies
<h2>Preceptors and Clinical Instructors</h2> <p>(Login Name and Password REQUIRED)</p>	Daily Log Clinical Competencies
<h2>Academic Faculty</h2> <p>(Login Name and Password REQUIRED)</p>	All Databases

To access these databases you MUST:

- have a JAVA capable browser (Netscape Navigator 2.x or Microsoft Internet Explorer 3.x or later versions of either browser) AND
- have JAVA turned ON in your browser.
- These files are best viewed with the latest versions of Netscape Navigator or Microsoft Internet Explorer.

Go to:

Guest Book	Email	Video
General Info	Student Info	Courses
Continuing Ed	Databases	

FIG 13 B

4
1328

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FIG 13C

1400

Links to Unlabeled at the top of the page are provided by the file format. Unlabeled by the file format.

Enter Network Password

Program Evaluation
(Login Name and Password REQUIRED)

Respiratory
(Login Name and Password REQUIRED)

Preceptors and
Clinical Instructors

Graduate
Employer

Log In

Log Out

Daily Log

Clinical Competencies

Daily Log

Clinical Competencies

1410

1404

1412

FIG 14A

Respiratory Care

THE TIME COLORED

THE NEW YORK PUBLIC LIBRARY

25

THE

Select Students

Select Students
 Bowl Spatum
 Childers Marilyn
 Dao Eric
 Duong Kim
 Burr Monica
 Frecek Jr. Stephen
 Grewal Shaloo
 Guendique Ruth
 Jimenez Alexandra
 Le Anh

1711

Select Course

Select Course(s):

- RESC 601 Clinical Therapeutics
- RESC 4651 Critical Care Clinical
- RESC 4652 Neonatal & Pediatric

1426

Select course:
 RESC0301 Clinical Therapeutics
 RESC0351 Critical Care Clinical II
 RESC0652 Neonatal & Pediatric Clinical

10

11/1

15130

1432



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



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Respiratory Care



Respiratory Care



Respiratory Care



Respiratory Care



Time Clock Database - Microsoft Internet Explorer

Address: http://128.109.157.90/FMPto

File Edit View Favorites Tools Help

Time Clock Database - Microsoft Internet Explorer

Respiratory Care

RC Student Time Clock Location

Below is a map of the location of the RC Student Time Clock. The database will automatically record the location of the student when they enter the location. Please enter the following information in the location field:

- Emergency Room
- Shriners Burn
- Adult Floors
- Pediatric Floors
- Emergency Room
- ICU
- MICU
- SICU
- TDC-ICU
- Clinical Specialist
- TH- CS

1462

1464

1466

Emergency Room

Shriners Burn

Adult Floors

Pediatric Floors

Emergency Room

ICU

MICU

SICU

TDC-ICU

Clinical Specialist

TH- CS

1462

1464

1466

Emergency Room

Shriners Burn

Adult Floors

Pediatric Floors

Emergency Room

ICU

MICU

SICU

TDC-ICU

Clinical Specialist

TH- CS

Respiratory Care

Stephen Fracek, Jr., thank you for filling out the time clock form. The following information has been recorded:

Time and Date In:	3:37:19 PM Thursday, July 8, 1999	Course:	RESC 3631 - Clinical Therapeutics
Time and Date Out:	3:40 PM Thursday, July 8, 1999	Location:	Adult Floors
Total Time: (hours)	.04	Clinical Instructor:	Marilyn Childers

Please Exit or Quit the browser. The browser will retain your name and password until you exit or quit. Do NOT minimize the browser.

NOTE: If any of the above information is NOT correct please email us and tell us exactly what was incorrect so that we can adjust your time card and fix the database. Thank you.

Go to:

[General Info](#) | [Student Info](#) | [Courses](#) | [Continuing Ed](#) | [Databases](#) | [Clinical](#) | [RC Links](#) | [Guest Book](#) | [Email](#) | [Video](#) | [Respiratory Care Home Page](#) | [SAHS Home Page](#) | [UTMB Home Page](#)

RESC 3631 Clinical Therapeutics Summer I

Instructor:

INSTRUCTOR

1502

Student:

STUDENT

1506

Hospital Area:

HOSPITAL AREA

1508

1510

1512

1514

Physician contact (specify nature and duration)

DISCUSSED PATIENT AREA FOR CONCENTRATED MONITORING THERAPY

Describe today's most significant experience, including unique observations, your opinions, attitudes, and feelings.

1516

DISCUSSED PATIENT AREA FOR CONCENTRATED MONITORING THERAPY

<p>File Edit View Options Window Help</p>									
<p>Address bar: C:\Program Files\Internet Explorer\... Content area: ... Status bar: ...</p>									
<p>Internet Explorer</p>									
<p>1520 ~> Bronchial Hygiene</p>									
<p>Incentive Spirometry</p>									
<p>IPPB</p>									
<p>Chest Physiotherapy</p>									
<p>Coughing</p>									
<p>Breathing Exercises</p>									
<p>PEP</p>									
<p>Nasotracheal Aspiration</p>									
<p>Endotracheal Aspiration</p>									
<p>Tracheostomy Care</p>									
<p>Cuff Management</p>									
<p>1520 ~> Emergency Procedures</p>									
<p>Adult CPR</p>									

1530

1526 ~> 1528

F1615C

Respiratory Care

Thank you, Clinical Instructor, for filling out the Adult Daily Log form for Stephen Fracek, Jr..

Your time is greatly appreciated.

If you are done filling out Daily Log forms, please Exit or Quit the browser.
The browser will retain your name and password until you exit or quit.

Do NOT minimize the browser.

Go to:

[Guest Book](#) | [Email](#) | [Video](#) |

[General Info](#) | [Student Info](#) | [Courses](#) | [Continuing Ed](#) | [Databases](#) | [Clinical](#) | [RC Links](#) |

[Respiratory Care Home Page](#) | [SAHS Home Page](#) | [UTMB Home Page](#) |

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Respiratory Care

Clinical Competencies by Unit Rotations

<u>Adult Floor Therapies</u> 1616	<u>Pediatric Floor Therapies</u>	<u>Neonatal Floor Therapies</u>
<u>Adult Critical Care</u> 1604	<u>Pediatric Critical Care</u>	<u>Neonatal Critical Care</u>
<u>Adult Diagnostics</u>	<u>Pediatric Diagnostics</u>	<u>Neonatal Diagnostics</u>
<u>Special Rotations</u>		

Adult Critical Care Competencies

Therapy Group

Specific Competency

1. Airway Management

2. Breathing Circuit Management

3. Endotracheal Intubation

4. Suctioning Techniques

5. Ventilator Management

6. Circuit Changes

7. Condensate Management

8. Humidification

9. Patient Positioning

10. Medication Administration

11. Nebulizer Management

12. Oxygen Saturation Monitoring

13. Patient Assessment

1610

1608

Fig 16 B

1606

1612

1614 18

Adult Floor Therapy Competencies

Therapy Group	Specific Competency
Patient Data	BLS - Basic Life Support
	Hand Washing
	Isolation Procedures
	Charges
Oxygen Therapy	Vital Signs
	Chest Assessment
	Patient Assessment
	X-Ray Interpretation
Aerosol & Humidity Therapy	Isolation Procedures
	Nasal Cannula
	Simple Mask
	Partial Rebreather
Aerosol Drug Administration	Non-Rebreather
	Venti-Mask
	Pulse Oximetry
	Face Tent
Hyperinflation Therapy	Face Mask
	Trach Collar
	T-Piece
	USN - Ultrasonic Nebulizer
Bronchial Hygiene	MDI - Metered Dose Inhaler
	SVN - Small Volume Nebulizer
	IS - Incentive Spirometry
	IPPB - Intermittent Positive Pressure Breathing
	Chest Physiotherapy
	Coughing
	Breathing Exercises
	Mucous Clearance Adjuncts (PEP - Positive Expiratory Pressure, Vibration)

1622 1620 1624 1626

1628

1630

Back Forward

Respiratory Care

Adult Floor Therapy - Oxygen Therapy - Nasal Cannula

This evaluation was done on (date): **12/25/98** Enter date as m/d/y, for example: 12/25/98 for December 25, 1998. If you leave the year space blank and enter in 12/25, the program will automatically fill in the current year.

Instructor:

Student:

Conditions (describe):

1634

1636

1638

1640

1642

1644

Back Forward

Stop Home W X Y Z 1 2 3 4 5 6 7 8 9 0 - =

Back Forward Stop Home W X Y Z 1 2 3 4 5 6 7 8 9 0 - =

5"

1

2

3

4

5

6

7

8

9

0

-

=

Additional comments: include errors of omission or commission, communicative skills, and effectiveness of patient interaction.

Student Evaluation: Please use the appropriate pop-up menu.

1646

Summary performance evaluation and recommendations

Please use the following criteria and select the appropriate pop-up menu.

- Satisfactory - student ready for minimally supervised application and refinement. Student performed without error or prompting, or able to self-correct, no critical errors.
- Unsatisfactory performance - prompting required; performed with critical errors, potentially harmful.
 - Minor - Unsatisfactory: Student requires re-evaluation after minor deficiencies are corrected
 - Major - Unsatisfactory: Student requires complete re-evaluation.

Summary Performance Evaluation:

Satisfactory

Minor - Unsatisfactory

Major - Unsatisfactory

1648

1650

1652
1654

Back

Standard Curriculum - Radiography Interim Evaluation

Additional comments: include errors of omission or commission, communicative skills, and effectiveness of patient interaction:

Student Response to Practice

Summary performance evaluation
Please use the following criteria and

- Satisfactory - student ready for error or prompting, or able to
- Unsatisfactory performance:
 - Minor - Unsatisfactory:
 - Major - Unsatisfactory:

Enter Network Password

Enter Network Password

Student performed without
s, potentially harmful.
acies are corrected

R 1656

Summary Performance Evaluation:

Summary Performance Evaluation

Summary Performance Evaluation

Forward

Respiratory Care

1658

Thank you, Marilyn Childers, for filling out Stephen Fracek, Jr.'s Adult Nasal Cannula Competency Evaluation form for Monday, June 7, 1999. Your time is greatly appreciated.

Go to:

Database Links

Guest Book | Email | Video | General Info | Student Info | Courses | Continuing Ed | Databases | Clinical | RC Links | Respiratory Care Home Page | SAHS Home Page | UTMB Home Page

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Academic Faculty

✓ 1704

✓ 1706

	<u>View</u>	<u>Add</u>	<u>Search</u>	<u>Modify / Delete</u>	
	<u>View</u>	<u>Add</u>	<u>Search</u>	<u>Modify / Delete</u>	
	<u>View</u>	<u>Add</u>	<u>Search</u>	<u>Delete</u>	
	<u>View</u>	<u>Add</u>	<u>Search</u>	<u>Delete</u>	
	<u>View</u>		<u>Search</u>		

FIG 17A

✓ 1700

27

This form is used to modify or delete the record for Marilyn Childers

- To modify this record, make the necessary changes and then click the MODIFY button.
- To delete this record click the DELETE button - WARNING - Deleted records can NOT be recovered!

First Name: ~ 1721

Last Name: ~ 1722

ID: ~ 1723

Email: ~ 1724

Address: ~ 1725

City: ~ 1726

State - (two letters): ~ 172

Zip Code: ~ 1728

Phone Number: ~ 1729

1730

1731 1732 1733

Student Database Record List - Microsoft Internet ...

←	→	✕	🏠
<input type="text" value="mchilders@univ.edu"/>			
<input type="text" value="12345"/>			

The students in this Respiratory Care

Program are:

Sputum Bowl

Marilyn Childers

Eric Dao

Kim Duong

Monica Duiri

Stephen Fracek, Jr.

Shaloo Grewal

Ruth Guandique

Alejandra Jimenez

Respiratory Care

1858 - Adult Floors

1755 - 1756

1751

1752

1753

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1761

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1770

NOTES

**100% SAT
 Guaranteed
 or Refund
 Money Back**

The new color of the yellow
 yellow

Shirley Spurgeon Boyl
Concord, N. H.
June 25, 1906

A vertical strip of a black and white photograph. The image shows a dense, textured surface, possibly a wall or a large number of small objects, with a small rectangular label near the bottom. The texture is highly irregular and granular. The label at the bottom is a small rectangle with some text inside, which is difficult to read. The overall appearance is that of a high-contrast, grainy scan of a physical object.

Evolution of the "at-risk" student. Under the "at-risk" label, the Department of Education and the Department of Social Services have been working to identify and support students who are at risk of dropping out of school. The Department of Education has been working to identify and support students who are at risk of dropping out of school. The Department of Social Services has been working to identify and support students who are at risk of dropping out of school.

NOTICE: For the station with reference the circuit selected is **UNKNOWN** and the circuit is **UNKNOWN**.
UNUSABLE: **UNKNOWN** NOT OBSERVED and NOT APPLICABLE.

This format is used to search the Clinical Competency Database.

List All Records in the Clinical Competency Database.

- Default Sort sort the records using the default criteria (first by specific competency by order of appearance in the Unit Rotations (Hand Washing, BLS, Vital Signs, etc.); then ascending alphabetically by the student's last name, then by patient by rank (adult, pediatric, neonatal); then by descending date, then ascending alphabetically by the instructor's last name.)
- Custom Sort

To find Specific Records, enter the appropriate information in the following list:

- Student's Name:
- Preceptor's Name:
- Patient:
- Date:
- Summary:
- Unit Rotation:
- Therapy Groups:
- Specific Competency:

Please specify the sort strategy. **NOTE:** the default sort strategy is preselected. To use the default sort strategy with the search criteria selected above, just click on the Send Search Request button. To modify the sort strategy, adjust the sort criteria and sort order to match your needs. Then click on the Send Search Request button.

1170

1780

Navigation bar with icons for Home, Back, Forward, Stop, Reload, Print, and other browser functions.

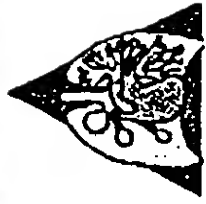
Respiratory Care

Approved for the State of Florida

Student	Program	Grade	Pass/Fail	Score	Date
Alondra Sanchez	Respiratory Care	1	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	2	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	3	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	4	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	5	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	6	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	7	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	8	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	9	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	10	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	11	Pass	85	6/28/99
Alondra Sanchez	Respiratory Care	12	Pass	85	6/28/99

1999 File 17 H 171999

Respiratory Care



RESC 3631 Clinical Therapeutics

Summary of Daily Logs and Evaluations

This database was last updated at 9:47:13 AM on 6/8/99

I want the daily log and evaluation for:

DATE

1806

1806

1806

1804

Please be patient. The search and retrieval may take a few seconds. Thank you.

F16 18A

1800



Forward

http://208.103.191.20/competency/Evaluations/Main.asp

Student: Dao, Eric

Date: 6/8/99

Time: 9:47:13 AM

✓ 1814

✓ 1816

1818

✓ 1812

✓ 1820

PROCEDURES:	OBSERVATIONS:	PERFORMANCES	EVALUATIONS
Patient Data			
Vital Signs	16	8	2
Chest Assessment	15	68	1
Patient Assessment	15	56	1
Isolation Procedures	12	60	1
Oxygen Therapy			
Nasal Cannula	7	34	1
Simple Mask	3	25	1
Venti-Mask	4	5	
Partial Rebreather		6	1
Non-Rebreather	1	1	1
Pulse Oximetry	12	11	
Cylinder Transport	1	58	

F167 18B

✓ 1808

STUDENT PROGRAM RESOURCES SURVEY RESULTS

University of Texas Medical Branch - School of Allied Health Sciences - Department of
Respiratory Care

CERTIFIED ELIGIBLE PROGRAM NUMBER: 100000
REGISTRY ELIGIBLE PROGRAM NUMBER: 200000

1902

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

This survey is for the Summer semester of 1999.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not-Applicable.

1900

FLG 19A

50



← 2000

STUDENT PROGRAM RESOURCE SURVEY

University of Texas Medical Branch - School of
Allied Health Sciences - Department of
Respiratory Care

CERTIFIED ELIGIBLE PROGRAM
NUMBER: 100000
REGISTRY ELIGIBLE PROGRAM
NUMBER: 200000

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

I am a Select This survey is for the Select Semester semester of

Select Year

← 2004
← 2002
← 2002
← 2004

← 2004
← 2002

FILE 20 A

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

I. PERSONNEL RESOURCES (PROGRAM FACULTY)

A. FACULTY TEACH EFFECTIVELY:

- | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. In the classroom | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 2. In the laboratory | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 3. In the clinical area | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

B. FACULTY NUMBER IS ADEQUATE:

- | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 4. In the classroom | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 5. In the laboratory | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 6. In the clinical area | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

C. FACULTY MEMBERS HAVE GOOD RAPPORT WITH STUDENTS.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

D. FACULTY MEMBERS ARE WILLING TO HELP STUDENTS WITH ACADEMIC NEEDS.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

E. FACULTY ENSURE STUDENT REPRESENTATION ON THE ADVISORY BOARD.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

Comments:

FIG 20 B

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

II. PHYSICAL RESOURCES

A. INSTRUCTIONAL RESOURCES: CLASSROOMS

- | | | | | | | | |
|--|------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Are adequate in size. | 2008 | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 2. Have adequate lighting. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 3. Contain adequate seating. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 4. Have adequate ventilation. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 5. Are provided with appropriate equipment to support effective instruction. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

B. INSTRUCTIONAL RESOURCES: LABORATORY

- | | | | | | | | |
|--|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Is adequate in size. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 2. Has adequate lighting. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 3. Has adequate seating. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 4. Has adequate ventilation. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 5. Is equipped with the amount of equipment necessary for student performance of required laboratory exercises. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |
| 6. Is equipped with the variety of equipment necessary for student performance of required laboratory exercises. | | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | <input type="radio"/> NA |

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7. Is equipped with the amount of supplies necessary for student performance of required laboratory exercises.

2010
✓
5 4 3 2 1 NA

8. Is equipped with the variety of supplies necessary for student performance of required laboratory exercises.

5 4 3 2 1 NA

9. Activities prepare the student to perform effectively in the clinical setting.

5 4 3 2 1 NA

10. Is accessible to students outside regularly scheduled class times.

5 4 3 2 1 NA

Comments:

2012

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

III. LEARNING RESOURCES

A. LIBRARIES (SCHOOL AND AFFILIATES)

1. The program faculty and/or the library personnel, offer orientation and demonstration of the library services.

2010
✓
5 4 3 2 1 NA

FILED

2008

2010

2. The institutional library personnel provide assistance to the students when needed.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

3. The libraries provide sufficient materials to support classroom assignments.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

4. The library hours are convenient to student schedules.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

5. Program assignments require the use of library resources.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

B. STUDENT INSTRUCTIONAL SUPPORT SERVICES (TUTORS, COMPUTER LAB. ETC.)

1. Tutors provide assistance to the students when needed.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

2. Audiovisual and computer equipment are available to students for class assignments and activities.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

3. Computer resources are adequate to support the curriculum.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

4. Student Instructional Support Services are open an adequate number of hours.

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NA

2010

Comments:

2012

2002

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

FILE 20E

IV. CLINICAL RESOURCES

A. CLINICAL ROTATIONS

1. Facilities

a. The clinical facilities offer an adequate number of procedures for the student to meet clinical objectives.

↖ 2008
↘ 2010
∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

b. The clinical facilities offer an adequate variety of procedures for the student to meet clinical objectives

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

c. The clinical facilities provide a variety of current equipment.

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

2. Experiences

a. Each clinical rotation is of sufficient length to enable the student to complete clinical objectives.

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

b. Clinical rotations are sufficient to provide overall equivalent competencies for all students.

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

B. CLINICAL INSTRUCTION

1. Students are adequately oriented to assigned clinical areas, and procedures.

↖ 2010
∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

2. Clinical instructors are sufficiently knowledgeable to provide student instruction.

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

3. Clinical instructors direct the students in completing the assigned objectives.

∘ 5 ∘ 4 ∘ 3 ∘ 2 ∘ 1 ∘ NA

FILE 20 F

4. Clinical instructors are consistent in their evaluation of student performance.

c5 c4 c3 c2 c1 cNA

5. Clinical instructors are readily available to assist students when needed.

r5 r4 r3 r2 r1 rNA

Comments:

2012

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Select the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please select Not Applicable.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree NA = Not Applicable

V. PHYSICIAN INTERACTION

A. Physician/student interaction facilitates the development of effective communication skills between physicians and students.

r5 r4 r3 r2 r1 rNA

B. Physician contact is sufficient to provide the student with a physician perspective of patient care.

c5 c4 c3 c2 c1 cNA

C. Overall student exposure to physicians in the program is adequate.

$$r_5, r_4, r_3, r_2, r_1, r_{NA}$$

Comments:

2012

FIG 20G

VI. ADDITIONAL COMMENTS

How long have you been a student in the program?

OVERALL RATING:

Please rate the OVERALL quality of the resources supporting the program.

(Select one)

☐ 5 = Excellent
 ☐ 4 = Very Good
 ☐ 3 = Good
 ☐ 2 = Fair
 ☐ 1 = Poor

Based on your experience, which program resources provided you with the most support?

2012

Why?

2012

Based on your experience, which program resources could be improved?

2012

How?

2012

FIG. 2014

Please provide comments and suggestions that would help to improve the overall resources of the program.

2012

2014

2016

Thank You!

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